

Wisconsin Child Care Information Center Newsletter

Activities

Issue 27

Winter 1994

The Arrow and The Song

*I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight*

*I breathed a song into the air,
It fell to earth, I knew not where
For who has sight so keen and strong,
That it can follow the flight of song?*

*Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.*

Henry Wadsworth Longfellow.



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The Bureau for Children, Youth, and Families
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Wisconsin Department of Health and Social Services

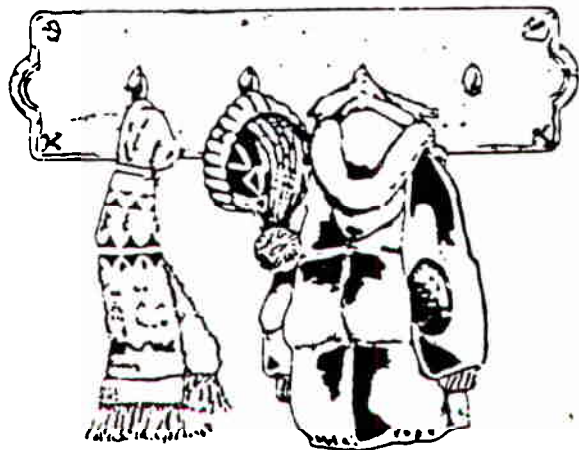
Kindergarten Remembered

The voice on the other end was not what I remembered. It was more formal and that of an elderly gentleman, a professor emeritus, and a bit hard of hearing, as his wife had warned me. So I spoke clearly into the phone. I had seen a brochure in the CCIC archives, printed in Africa, showing children assembling and playing with pipes and wooden wheels, dowels and blocks, so reminiscent of the play materials I recalled from my own kindergarten days that I had responded immediately to a phone number jotted on the corner of the page. Beside it were the initials and surname, D.C.Davis. The phone was in my hand and dialed as quickly as I thought of it. Yes, he remembered the brochure series and referred me to the librarian who could certainly help me. Was there more? Perhaps the bell of recognition had already been rung, the chord struck, the note sung, but the reverberations were becoming evident as I, with growing excitement, allowed myself to wonder if this was my Mr. Davis, the same person who had initiated my school years and been the first significant adult besides my parents to influence me. I asked...had he ever taught at...back in... and did he remember...?

Realization dawned and illuminated in my memory exactly the early childhood environment we strive for: nurturing yet promoting independence, structured but full of open-ended experiences. In my mind's eye, I saw a two-tiered playhouse, two large high-ceilinged rooms, a magnificent lavatory with a fountain-like water faucet controlled by a foot pedal, grapefruit juice and windmill cookies. The "windmills of my mind" have always been cookies, and forever linked with kindergarten. I was visiting a place in my childhood and the emotion I felt was instantaneous joy. This really was my kindergarten teacher! And he remembered me!

Later, I wondered about my own influence as a teacher and child care provider. Caretakers of children need to place enough pegs in children's environments to hang good memories on, if not of us, of the ages and stages they are at. One aspect of doing this is by providing "moveable parts" and activities that feed inventiveness, that channel but do not intrude on the bubbling energy of these works-in-progress we call children. I suppose I have made a place for myself in someone else's childhood memories. Have I made those memories magical in some way? Or a safe and secure ballast for adult storms to come? Or worthwhile in a way only the quirky caprice of the child mind can fathom? I hope so and I hope their hearts leap with joy when I meet them in their futures and can say I remember them, too.

-by Lita Kate Haddal, editor
CCIC Child Care Specialist



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Articles To Keep



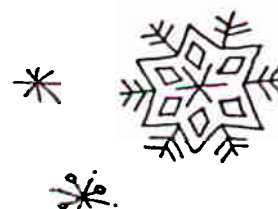
MINTS

1/3 c. softened butter
 1/3 c. light corn syrup
 3 1/2 c. powdered sugar
 1/2 tsp. salt
 food coloring
 flavorings: mint/rum/vanilla/lemon

Activity Ideas For Multi-Age Groups

1. **Super Snack News.** *Nutritious foods, facts and fun from TOTLINE Publications.* Lively ideas to incorporate into various curriculum areas. This issue: giant pretzel recipe, heart sandwiches and other "heart" activities; what to substitute in a recipe when you don't have the correct ingredient.
2. **TV and Books Completes the Picture.** *KidsNet.* 1992. Suggests ways TV and video can serve as companions to reading.
3. **Write a Story and Make a Book.** *Texas Child Care,* Fall 1991. Various ways to make personalized books by and/or for the children in your care.
4. **Rainy Day Activities.** *School-Age Connections,* Volume 4, Issue 3, 1992. Fabric autograph books, country chalkboard wallhanging, and a patchwork mural where the design remains a mystery until the end.
5. **A Green Light for Creativity.** *Family Day Caring,* November/December 1993. Suggestions for how you can set up a creative environment and help parents participate in their children's creativity.
6. **Fun and Contemporary Fingerplays.** *Family Day Caring,* November/December 1993. Tips for what to look for in fingerplays, i.e., rhymes promoting fair gender roles, and ways to adapt outdated rhymes or write your own to suit the occasion or goal.
7. **Ideas Unlimited.** *School-Age NOTES,* September 1993. Themes and activity ideas from workshop participants. Some are really original, i.e., "We painted my truck!" (with tempera paint!).
8. **Celebrate Picasso.** *Texas Child Care,* Fall 1993. Art projects using unusual aids (screens and toilet plungers) and methods (painting on the underside of a table).
9. **Multicultural Crafts.** *Instructor,* November/December 1992. Russian flax dolls, Hmong story cloths, Guatemalan bird puppets, Haitian steel drum cutouts.

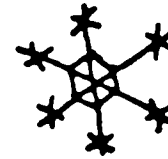
10. **Activity Plan: Log Textures.** *Scholastic Early Childhood Today*, October 1993. Explore and observe the pattern of a tree, inside and out. Get acquainted with textures by making rubbings.
11. **Simple Art, Warm Traditions.** *Family Day Caring*, November/December 1992. Six recipes for basic ever-popular projects: bead clay, brown bread modeling, nature wreath, stained glass dough, stained glass lantern, and potpourri.
12. **Starting an Aquarium.** *Parents*, February 1993. Basic rules to follow.
13. **Hermit Crabs in The Classroom.** *Texas Child Care*, Winter 1991. How to care for hermit crabs in a glass terrarium.
14. **Be Kind to Animals.** *Texas Child Care Quarterly*, Spring 1987. Projects that teach responsibility and empathy for animals, preparing children to be good pet owners. Includes recipe for cat and dog biscuits.
15. **Chow Time: Your Dog Will Like These Cookies.** *Wisconsin State Journal*, December 8, 1992. Dog biscuit recipe and ordering information for dog bone cookie cutters.
16. **Friendships of Youngsters With Disabilities.** Barbara Wolfe, Ph.D. *Quarterly Resource*, RAP. Children with special needs can have trouble making friends. These strategies and activities can help with peer interaction and friendship reciprocity.
17. **Wild Flowers With Wings.** *Environmental Education in Wisconsin*, Volume 9, No. 4, Summer 1993. How to start a butterfly garden: which flowers to plant and where to find the plants. Tips for butterfly watching.
18. **January Activities.** *School-Age NOTES*, December 1992. A medley of ideas old and new: Fox and Geese (with and without snow), paper snowflakes, ocean-in-a-bottle (turpentine, water, and bluing), and activities for Martin Luther King's birthday.
19. **Hooked on Fishing.** *MetroPARENT*, April 1992. Fishing clubs, parks and the DNR help to sponsor Kids' Fishing Clinics in the Milwaukee area, for children ages 2-16 years. Tips on introducing a child to this sport and information on this year's clinics.
20. **Greens to Grow On.** *Parents*, May 1993. Recipes incorporating vegetables. Cut and serve vegetables in imaginative ways.
21. **What's So Hard About Teaching Science?** *Day Care and Early Education*, Winter 1984. Responding with an activity rather than a verbal explanation is the best way to answer a "science" question. Ten easy activities.
22. **March Planner.** *Instructor*, February 1992. Make a rainbow mobile from yarn and glue; hand kites from coat hangers and tissue paper; a "Dagwood" sandwich bulletin board to crown a nutrition unit; and braided friendship bracelets.



Activity Ideas for Infants and Toddlers

PEANUT BUTTER PLAYDOUGH

- 2 c. peanut butter
- 2 c. powdered milk
- 1 c. honey



23. **Sensory & Art Activities for Toddlers.** *Family Day Care Connections*, Volume 4, Issue 2, 1991. Suggestions for basic inventory of materials for sensory exploration with infants and toddlers including some important safety reminders.
24. **A Ball is For Throwing.** *Parents*, December 1993. Games and interaction ideas to play with a baby, age 6-12 months old.
25. **Activity Plan: Music and Movement; My Body Says Hello!** *Scholastic Pre-K Today*, May 1986. An activity to build listening skills and body awareness.
26. **Toddler Time: Blocks for Tots; Helpful Hints: The Block Area; Blocks to Sing and Tell About.** *First Teacher*, January/February 1992. A series of three articles includes toddler rules for block play, suggestions for storage and props, alternatives to blocks, and how to make story blocks.
27. **Getting The Hang of Hands.** *Working Mother*, September 1991. Tips to encourage eye-hand coordination. Age typical fine motor capabilities and what you can do to encourage self-directed movement.
28. **Activities for Infants.** *Family Day Care Connections*, Volume 5, Issue 3, 1992. How do you plan activities for infants? By observing the individual infants and creating safe challenges for them. Uses specific situations to illustrate ideas.
29. **Play's the Thing.** *Working Mother*, January 1987. Babies need "old-fashioned, roll-on-the-floor play" and interaction with adults. Why, when, and how.
30. **Let's Be Messy!** *Scholastic Pre-K Today*, February 1993. "Babies are natural learners if you provide interesting materials for them to explore." Water, sand, mud, shaving cream, finger paint and playdough are some of these wonderful messy materials. Discusses edible vs. inedible.
31. **Language Activities for Toddler's & Two's.** *Family Day Care Connections*, Volume 4, Issue 1, 1991. Naturally occurring language activity how-to's.
32. **Infants and Toddlers Outside.** *Texas Child Care Quarterly*, Summer 1989. These activities and props build on nature's enrichment of sensory exploration. Specific reminders about safety, hygiene and age appropriateness.





Activity Ideas For Preschoolers



FINGERPAINT

3 Tbsp. cornstarch
 3 Tbsp. cold water
 Add 1 cup boiling water.
 A drop of fragrant detergent
 Poster paints for color
 Store in jars in the fridge.
 Use on wet shelf paper.

33. **Sensory Awareness.** *Family Day Care Connections*, Volume 5, Issue 1, 1992. Activities to promote sensory awareness: textured fingerpainting, a smell collection, squeeze painting from plastic bottles.
34. **Childhood Creations; Building Self-Esteem Through Creativity.** April 1993. How to make pinatas, maracas, spring baskets, jello eggs, tube-viewers with "film-strips". Lists prep time, materials, time to allow for activity and degree of difficulty.
35. **Child-Building: Wool and Weaving.** *Texas Child Care*, Winter 1992. A short history of fiber and the "fleece to fabric" process. How-to's include making and using looms, Ojos de Dios (God's Eyes), and spool knitting.
36. **Do Touch: Sponges.** *Day Care and Early Education*, Fall 1991. Cut and use sponges for demonstrating static electricity, working on shape recognition, patterning, and manual dexterity. Tactilely stimulating.
37. **Activity Plan: Math, Challenge Sorting.** *Scholastic Early Childhood Today*, August/September 1993. Children sort and categorize household items by different criteria, i.e., size, color, use.
38. **Lids for Learning.** *Texas Child Care Quarterly*, Fall 1983. Ways to use common throw-aways; plastic lids and beverage jug caps. They can become stencils, nametags, sorting games, ornaments and mobiles.
39. **Math Activities for Young Children.** *Day Care and Early Education*, Spring 1990. Activities for one-to-one correspondence, patterning, sorting, grouping, measuring.
40. **Playing In the Gutters: Enhancing Children's Cognitive and Social Play.** *Young Children*, September 1993. Using plastic roof gutters as an additional "loose-part" for sand box play opens a bevy of opportunities for manipulation, dramatic play, and curriculum extension from the inside to the outside environment.
41. **Rhyme Time Mini Pies.** *First Teacher*, May 1988. Directions for making individual pies to accompany nursery rhyme favorites, such as, Simple Simon, Georgie Porgie, and Sing a Song of Sixpence.
42. **Waiting Games.** From *While You're At It*. Board of Cooperative Educational Services of Nassau County. In the doctors' office, on a bus, in the check-out line, children may find waiting difficult. Easy games with a few props to carry in a pocket or purse.





Activity Ideas For School-Agers

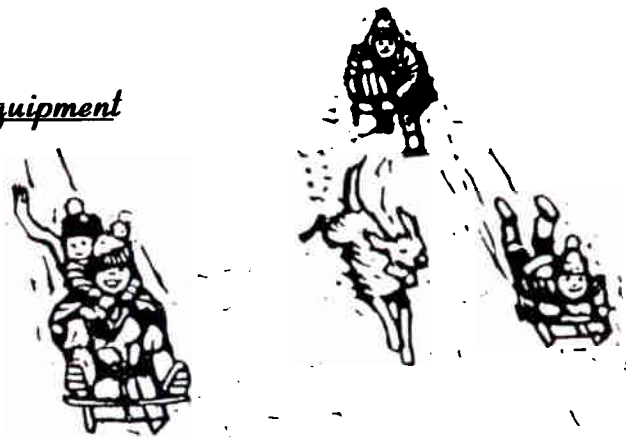


BUBBLE SOLUTION

One quart water
1/2 cup rich liquid dishsoap
6 Tbsp. glycerine (found in
drugstores)

43. **Soap & Water & Humidity Equal Bubblesful of Fun!** *School-Age NOTES*, July/August 1990. Fifteen suggestions for bubble making activities that go beyond the limit! Imagine a bubble so big you are inside it. Here's how.
44. **May Planner.** *Instructor*, April 1992. Crayon resist butterfly; drawing with glue and colored chalk; a Mother's Day bouquet of paper flowers in an ink-pad-stamped vase. All easily obtained materials.
45. **Woodworking, It Works!** *School-Age NOTES*, October 1991. How to get started. Safety and teaching tips, list of tools and projects to start with.
46. **Curriculum Corner.** *School-age NOTES*, October 1991. Group activities to help school-agers think in new channels, i.e., Backwards Day (reversing the schedule, reading stories backwards, using backwards names) or paper bag skits (the groups must create a skit from the props in the different bags).
47. **Funny Faces.** *Parents*, October 1986. Papier-mache masks.
48. **Activities For Older Elementary School Children.** *Fairfax County Office for Children School-Age Child Care*, January 1982. Adapting game shows, rolling strip cartoons, game designing and videotaping are some of the idea how-to's.
49. **Games For Math: Thoughts to Grow On.** *Day Care and Early Education*, Winter 1989. Games for younger school-agers using manipulatives (Oodles of noodles) and strengthening premath concepts, i.e., The ER Game (big-bigger-biggest) and logical sequence patterning.
50. **Activities for Lower Primary: Wheels.** F.A. Gornall. *African Primary Science Program of Education Development Center*, 1973. A teaching unit used by second and third graders in Kenya. Activities, suggested "found" materials for construction, and questions for exploring the workings of wheels and wheeled vehicles.
51. **Boomerang Can.** *Childhood Creations*, March 1993. From household items, make a can that when rolled forwards, rolls backwards on its own.
52. **Mexican Bark Painting.** *Instructor*, November/December 1992. How to recreate with construction paper and tempora paint the traditional vibrant bird paintings of the Otomi Indians.
53. **Helping School-Agers Develop Visual Literacy.** *Texas Child Care*, Summer 1993. Children can create their own slide show, making photographic slides from magazine photographs and contact paper. Old filmstrips can be bleached and drawn on to make original filmstrips.

Equipment



SNOW PAINT

- 1 c. instant powdered starch
- 1 c. Ivory soap powder
- 2 c. water
- Beat with beater.

54. **Are Your Video Afternoons Legal?** *School-Age Notes*, July 1993. Music and film copyright laws require buying a license for public performances, including at family child care homes and child care centers.
55. **What Priorities Guide the Exceptional Provider?** *Family Day Caring*, November/December 1993. Steps to take to excel and succeed as a child care provider.
56. **Inside-Outside Learning Box.** *First Teacher*, January/February 1992. Four ideas for creating learning centers from an empty appliance box.
57. **Cultural Diversity: Celebrating Holidays.** *Child Care Report*, November 1993. Adults and Childrens Alliance. To use holidays in a way which will enhance your anti-bias curriculum, help children identify the differences between daily life and special holiday activities. List of world-wide celebrations for complete calendar year.
58. **Child-building.** *Texas Child Care*, Fall 1991. Eight recipes for modeling compounds; playdough, salt clay, dryer lint, goop and fingerpaint.
59. **Outside With Infants and Toddlers.** *Texas Child Care Quarterly*, Winter 1986. Ideas, materials and assembly instructions for outdoor play equipment.
60. **Cognitive Activities For Infants.** *Texas Child Care Quarterly*, Spring 1988. Activities and equipment-to-make for fine motor, tactile and language stimulation.
61. **Mobiles For Infants.** *Texas Child Care*, Winter 1992. Ideas and age appropriateness for various mobiles and crib toys. Safety reminders.
62. **Toys To Make.** *First Teacher*, October 1988. How to make a variety of dolls, button toys, and toys that fly.
63. **Bean Bags & Balance Beams.** *First Teacher*, October 1988. Directions for homemade play equipment, i.e., catching "mitts", bowling pins and balls, balance beams and boards, and "foot stompers".
64. **Table Games.** *First Teacher*, October 1988. How to recycle game boards, make your own puzzles and make lotto games from junk mail.
65. **Setting Up Your Art Area.** *Early Childhood Today*, October 1993. Ideas for storage bins, teacher storage areas, homemade easels, materials, and room arrangement suggestions that inspire children to participate in art experiences.

New Audiovisuals To Borrow

66. **TEACHING THE WHOLE CHILD IN THE KINDERGARTEN.** Written & directed by Stephanie Feeney, Professor of Education, University of Hawaii. Washington, DC: NAEYC, 1991. VHS, color, 27 min.
Two teachers, one in a private school and one in an inner city public school, show us their kindergartners in action and explain their views on relationships, the learning environment, curriculum, classroom management, assessment, and parent involvement--all based on respect for children, knowledge of child development, and dedication to the development of the whole child.
67. **ESSENTIALS OF PLAY LEADERSHIP.** By Jim Therrell. Austin, TX: Professional Play Leaders Association-USA, 1991. VHS, color, 24 min.
Jim Therrell, executive director of the Professional Play Leaders Association and author of the book How to Play with Kids, explains and demonstrates the "creative play leadership process" with school age children.
68. **FAMILY CHILD CARE HEALTH AND SAFETY.** By Abby Shapiro Kendrick & Joanne Gravell. Boston, MA: Mass. Dept. of Public Health, no date. VHS, color, 19 min. + checklist.
Dangers to look for and steps to take to make sure your family child care home is safe and healthy.
69. **CREATING A WELCOMING ENVIRONMENT FOR INFANTS, TODDLERS, STAFF AND PARENTS.** By Janet Gonzalez-Mena. Madison, WI: CCIC, 1993. VHS, color, 63 min.
Janet Gonzalez-Mena, author of Infants, Toddlers and Caregivers, tells what makes a welcoming physical and socioemotional environment in high quality infant/toddler care. Stresses developmentally appropriate practices. July 1992 training sponsored by 4-C in Dane County.



RESOURCES FOR INFANT EDUCARERS. Los Angeles, CA: Resources for Infant Educars. CCIC has two tapes from this series:

70. **IN OUR CARE.** By Laurie De Vault. 1991. VHS, color, 29 min.
This tape shows how an infant/toddler program attempts to put into practice Magda Gerber's philosophy based on respect for infants. Packed with ways to make sure everything you do (and don't do) lets infants know they are competent, safe and secure.
71. **SEE HOW THEY MOVE.** By Magda Gerber. 1989. VHS, color, 28 min.
Shows how infants and toddlers from five weeks to 20 months naturally develop gross motor skills. Urges adults to step back and observe, respect and enjoy the natural development of every baby.



THE PROGRAM FOR INFANT/TODDLER CAREGIVERS. Developed by the Far West Laboratory's Center for Child & Family Studies in collaboration with the California Dept. of Education. Sausalito, CA: Far West Laboratory. CCIC has added the following three tapes from this series:

72. **DISCOVERIES OF INFANCY: COGNITIVE DEVELOPMENT AND LEARNING.** 1991. VHS, color, 32 min. + booklet.
Infants and toddlers learn by making six big discoveries: learning schemes, cause and effect, use of tools, object permanence, understanding space, and imitation. This tape helps us appreciate the complexity of cognitive development and suggests specific ways caregivers can help infants and toddlers learn.
73. **ESSENTIAL CONNECTIONS: TEN KEYS TO CULTURALLY SENSITIVE CHILD CARE.** 1992. VHS, color, 36 min. + booklet.
Because children from birth to three are in the initial stages of forming a sense of self, they are particularly hurt by negative messages about their cultural identity. These ten recommendations about program structure and interpersonal give-and-take will help you strengthen children's connections with their families and their home culture.
74. **TOGETHER IN CARE: MEETING THE INTIMACY NEEDS OF INFANTS AND TODDLERS IN GROUPS.** 1991. VHS, color, 30 min. + booklet.
This tape recommends three crucial policies that help infant/toddler programs meet the intimacy needs of children: the assignment of a primary caregiver to each child, the use of small groups, and keeping caregivers and children together over time.

HAND-IN-HAND: SUPPORTING CHILDREN WITH PLAY PROBLEMS. Rae Latham, Christina King, Linda Freedman, producers. Portland, OR: Educational Productions Inc., 1993. CCIC now has **Modules 5 and 6 of this series:**

75. **THE CHILD WHO APPEARS ALOOF: PLAY PROBLEM INTERVENTIONS.** VHS, color, 30 min. + packet for 3.5 hr. training.
Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play.
76. **THE CHILD WHO IS IGNORED: PLAY PROBLEM INTERVENTIONS.** VHS, color, 30 min. + packet for 3.25 hr. training.
Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play.



CHALLENGE--39TH ANNUAL WISCONSIN EARLY CHILDHOOD ASSOCIATION (WECA) STATE CONFERENCE, October 21-23, 1993, Madison, WI. Madison, WI: CCIC, 1993. CCIC taped five presentations at this conference:

77. **THE CHALLENGE OF DOING ALL THAT WE CAN, ALL THAT WE KNOW AND ALL THAT WE SHOULD FOR BABIES.** By Alice Honig, Professor, Dept. of Child & Family Studies, Syracuse University. VHS, color, 60 min.
Preconference keynote speech on defining and creating high quality care for infants and toddlers. Focuses especially on fostering babies' socioemotional growth.
78. **CHALLENGES INTO OPPORTUNITIES: HIGH QUALITY CHILD CARE FOR ALL CHILDREN.** By George Jesien & Liz Hecht, Waisman Center, UW-Madison. VHS, color, 42 min.
Preconference keynote speech on how to implement high quality inclusive child care. Presented by the Director of the Waisman Center's Early Intervention Program and the parent of a child with special needs.
79. **CHOICE-MAKING: THE DEVELOPMENTAL CHALLENGE FOR YOUNG CHILDREN AND THEIR TEACHERS.** By Elizabeth Jones, Dept. of Human Development, Pacific Oaks College. VHS, color, 63 min.
In this keynote address, Elizabeth Jones reflects on her own life history of developmental choices and challenges in order to get you thinking about yours. (This is a very shadowy tape due to dim lighting in the auditorium.)
80. **MOTHERS AND CAREGIVERS: TWO WORLDS APART, AND FATHERS FROM ANOTHER PLANET.** By Kathy Modigliani, Director of the Family Child Care Project, Wheelock College. Audiocassette, 53 min.
Provocative, research-based keynote address examines the complex relationship between mothers and caregivers.
81. **THE PROFESSIONAL COLLABORATION BETWEEN EARLY CHILDHOOD PROGRAMS, SOCIAL SERVICE AGENCIES AND THE PUBLIC SCHOOLS.** By John Benson, State Superintendent of Public Instruction. Audiocassette, 2 hrs.
John Benson shares his views on the collaboration needed to create hopeful futures for young children, and then listens and responds to the views of Pamla Boulton, Director, University of Wisconsin-Milwaukee Child Care Center; Diane Adams, Director, Community Coordinated Child Care of Dane County; Lucille Curtis, Director, Western Dairyland Head Start; and Wendy Hinrichs Sanders, Director, Wisconsin Child Care Improvement Project.

-Audiovisual list compiled and annotated by Glenna Carter, CCIC librarian.



Books To Borrow

Because we have so many books to lend to you and are continually acquiring more, we have not been able to supply you with a comprehensive book list. Now, however, our librarian, Glenna Carter, has compiled booklists under the following topical headings. These lists-to-keep of books-to-borrow are offered to you now. We hope this will simplify your material selection.

Book Lists

- | | |
|--|---|
| BL-1. Administration | BL-15. Health and Safety |
| BL-2. Arts and Crafts | BL-16. High/Scope |
| BL-3. Books and Reading | BL-17. Infants, Toddlers and Twos |
| BL-4. Child Abuse and Neglect | BL-18. Mathematics |
| BL-5. Child Care | BL-19. Music |
| BL-6. Child Development | BL-20. Nutrition |
| BL-7. Child Discipline and Guidance | BL-21. Parenting Education |
| BL-8. Children with Special Needs | BL-22. Preschool Curriculum and Programming |
| BL-9. Children's Books | BL-23. Public Policy and Young Children |
| BL-10. Employer Supported Child Care | BL-24. School Age Child Care |
| BL-11. Environments, Equipment and Materials | BL-25. Science |
| BL-12. Equity and Diversity | BL-26. Staff Development |
| BL-13. Family Child Care | BL-27. Staff-Parent Interactions |
| BL-14. Games and Movement Activities | BL-28. Stress in Children |



Our services are free. However, this entails an obligation on your part to return borrowed materials on time or call to request a renewal. We have many, many resources but when you do not return your material on time you are not only holding up your own order and chance for borrowing more materials but you are holding up someone else's order as well. Popular materials from recent newsletters have waiting lists. Some people end up waiting for months for specific materials due to delinquent returns. When you have found an item invaluable to you and you wish to incorporate it into your own collection, we are happy to send you information on prices and how to purchase these materials.

More Resources

To receive a **free copy** of the handout "**Homemaker Toys That Teach**", send a self-addressed stamped envelope to: Home Toys, Dane County Extension Office, 57 Fairgrounds Drive, Madison, WI 53713-1497.

The 1994 **Calendar of Black Children**. \$8. National Black Child Development Institute, 1-800-556-2234.

The Science Diet **Calendar**, "**Companions 94**". Pictures of dogs and people with disabilities. Free with purchase of 20 lb. bag of dog food or \$10 by contacting: Canine Companions for Independence, 1-800-767-BARK.

The 1994 **Children's Defense Fund Calendar**. Pictures of children. \$12. Contact: Publications Dept., Children's Defense Fund, (202) 662-3652.

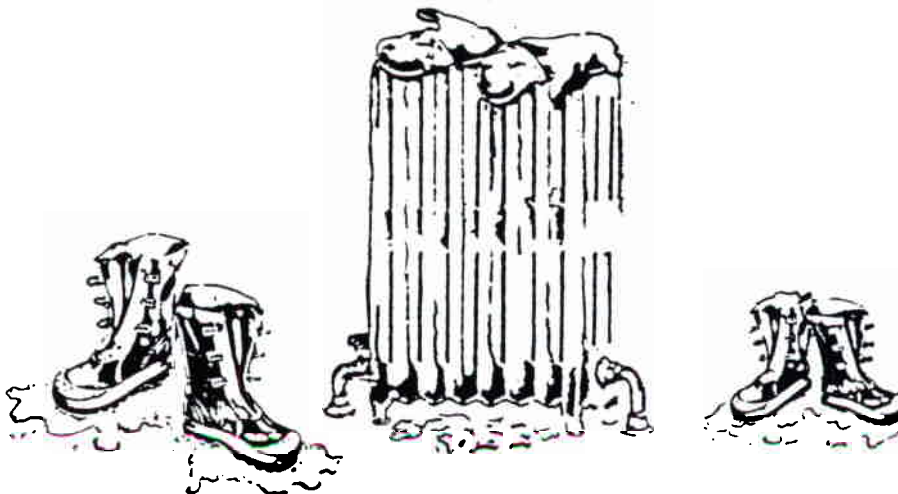
Totline Activity Calendar 1994. "**Kids Celebrate Environments**". Illustrated by Teresa Walsh. \$6. Contact: Warren Publishing House, Inc., 1-800-334-4769.

For a **free brochure** of 1994 special events: Wisconsin Historic Sites, Rm. 210, State Historical Society of WI, 816 State St., Madison, WI 53706-1488. Phone: (608) 264-6586.

Legislative Hotline: 1-800-362-9472. A message service for 132 legislators.

Giant packets of jumble seeds (item #701 3171). Cost: 1 cent per packet + \$2.50. Contact: Guerneys Seed and Nursery Company, 110 Capitol St., Yankton, S.D. 57079.

Fun With Fruits and Vegetables cookbook. \$1. Contact: Kidscookbook, P.O. Box 8765-A, Clinton, Iowa 52736.



Winter Morale-Boosting Activity Ideas



Snow Lanterns



When the snow is good for packing, this activity satisfies the "need" to make snowballs without the problems accompanying throwing them. Pack about 15 snowballs. Arrange 6-7 of them in a ring about one foot across. Arrange another ring of 5-6 balls on top of the first, placing the balls in between the balls of the lower ring and narrowing the stack toward a cone or igloo shape. You may want to try for a third layer. At this point, place a candle stump in the center of the lantern, pressing it firmly in the snow so it will stay standing. After lighting the candle, you can try to place snowballs over the top to close the opening and offer wind protection for the flame. It's not always possible, but looks lovely and inviting anyway, especially on a frosty dark morning, when it is hard to leave home and a nice, warm bed or late afternoons when mom or dad seem to be taking a long time to arrive. Being greeted by a myriad of snow lanterns is a cheery welcome for everyone.

Crystal Garden

Remember this from your own childhood? You will need some no-longer-so-common household ingredients, i.e., a few lumps of coal and bluing. In lieu of coal, use charcoal. Place the coal in a dish, pie tin, or shallow bowl. Mix together 1/2 cup bluing, 1/2 cup water, 1/2 cup salt, and 1 cup ammonia. Pour evenly over the lumps of coal. You may want to sprinkle a few drops of blue, yellow or green food coloring over the top. Wait and watch over the next few days as your garden grows.

Handprint Lilies

Outline your hand on white or colored paper (aluminum foil or giftwrap can also be used) and cut out along the line drawn. Roll the cutout into a cone, the finger shapes at the open end, and staple, glue or tape it shut. Create the petals with a scissor (pull the paper fingers between your thumb and the scissor edge to curl) or pencil (roll up and then unwind). Thread a pipe cleaner in and out through a button and secure it by twisting. Thread the other end of the pipe cleaner through the inside of the lily cone, creating the stamen and stem of the flower. Cut birch branches from live birch trees to fill in between the flowers. Put the bouquet in a vase partially filled with water to cover the base of the branches. Watch as the barren branches blossom and "green" in a matter of days, becoming a frothy spring bouquet in the middle of winter.

Nimble Naptime

Some days it is hard to get sleepy during naptime. To achieve quiet time and help a toddler stay in his/her resting spot, try buttoning a shirt or several to the pillow for them to quietly work on unbuttoning and rebuttoning, thereby building fine-motor skills, giving you the sound break you need and allowing the child a compromise that pleases you.



-by Lita Kate Haddal

Please route this CCIC Newsletter to your staff:

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